

Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport. Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen

Say: *Welcome to the Professional Development Module for elementary RTI: Reading. I'm glad you're here!*

Introduction

Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.

Say: *I would like to get an idea of who is in the audience today. Give me a thumbs up if you are a Preschool teacher. Repeat for Kindergarten, First, Second, Third thru Fifth, Older than Fifth Grade, Administrator, Special Education Teacher, Specialist, and finally Did I miss anyone?*

Say: *This training identifies evidence-based practices that will validate what you are already doing in your teaching practice and will hopefully motivate you to want to try some new practices.*

Orientation to Materials

Quickly walk participants through the materials for the module, pointing out the sections below. As you point out each section, have participants tab each section with a sticky note.

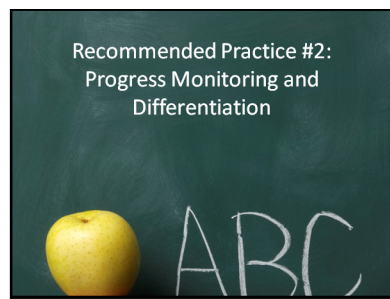
•**Professional Development Lesson Overview and Visual Diagram:** Explain that the diagram is simply the overview diagram for the module—we will discuss this diagram in more depth in a moment. Explain that the lesson plan is very important for their own implementation of the module, as it provides an overview for each slide and activity, coupled with the recommended time for each slide and activity. This lesson planning chart is extremely helpful not only in their own preparation, but also if they have to spread out the module over several smaller sessions, as it can help determine what can be covered for each session.

•**Presenter Notes:** Explain that the presenter notes are the slides that contain all of the notes for the presenter. Note that participant notes or any media, such as a movie, is needed they will see an icon on the slide as an indicator.

•**Participant Notes:** Explain that the participant notes are simply the slides in a handout format so that participants can take notes during the presentation.

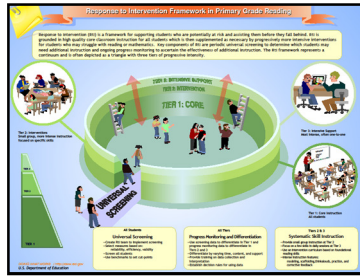
•**Handouts:** Explain that the handouts are additional resources that will be referenced often. The handouts have been created by Doing What Works website and the Montana Office of Public Instruction.

Explain that as you work today, you will be using a signal to let participants know when discussion time is ending and that you need their attention up front. Model/practice the signal you will use to bring the group back together after small group discussions and activities (ex., count down, hand raise, cue word, etc.)



Say: We are going to explore the second key concept, Progress Monitoring and Differentiation.

Media: None
Handout: None



Say: *This visual diagram illustrates the recommended practices found in an effective RtI framework. The recommended practices include universal screening, progress monitoring and differentiation, and systematic skill instruction.*

You have a larger copy of this slide in your handouts for easier viewing.

Take one minute to scan this diagram.

Say: *Now turn to a shoulder partner and discuss the components of the diagram. Be prepared to share something from the diagram with the group.*

Call on two or three individuals to share something they observed about the diagram.

Media is imbedded in power point: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*
 Handout #1: *Response to Intervention Framework in Primary Grade Reading Visual Diagram*

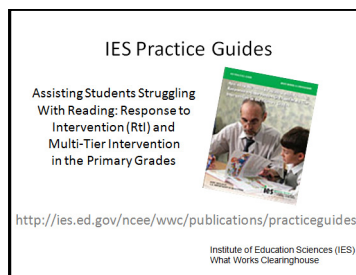
Recommended Practices

1. Universal Screenings
2. Progress Monitoring and Differentiation Based on Data
3. Systematic Instruction

Say: In this module we will explore the research evidence for successful Rtl reading implementation in the primary grades through three recommended practices: Universal Screening, Progress Monitoring and Differentiating, and Systemic Skill Instruction.

This module will explore each of these practices through various multimedia and activities.

Media : None
Handout: None



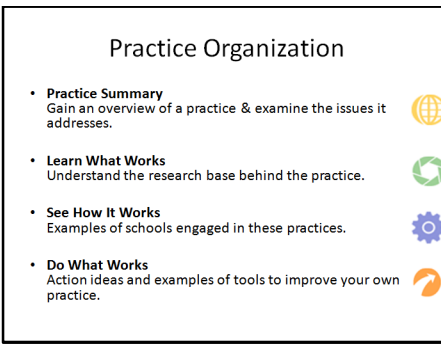
Say: This Practice Guide is the foundation for the Doing What Works content on Response to Intervention in reading. The practice guide is available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.

The Practice Guide was developed by an expert panel convened by the Institute of Education Sciences.

Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades: Includes five recommendations designed to help educators use Response to Intervention (RtI) practices to identify students who need assistance in reading and to implement focused interventions to promote their reading achievement. A summary of the research evidence and a level of evidence rating are provided for each recommendation. For the Doing What Works website, these five recommendations have been merged into four practices.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

Media: None
Handout: None



Say: Each practice is organized on the Doing What Works website into these four categories.

Practice Summary

This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works

This section offers a better understand about the research base behind the practice. These slides are indicated with the green circle icon.

See How It Works

This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works

This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

Media: None
Handout: None

Differentiate instruction based on
assessed reading skills for all
students.

Practice Summary



This section offers an overview of the practice and examines the issues it addresses. These slides are indicated with the orange globe icon.

Media: None
Handout: None

Sticky Note Reflections

Differentiation

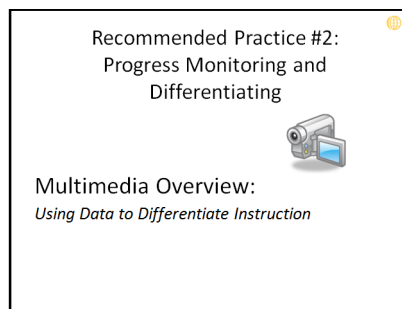
Instructional Strategies

Progress Monitoring

Say: *For the next activity you will need three sticky notes. At the top of each sticky note write:*

- Differentiation*
- Instructional Strategies*
- Progress Monitoring*

Media: None
Handout: None

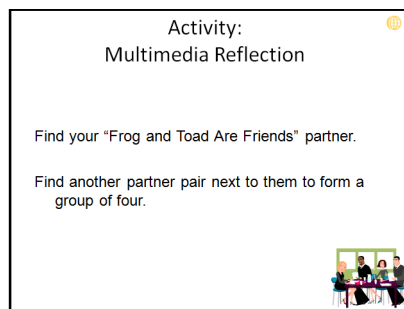


Say: This multimedia overview explains the importance of progress monitoring as a tool to guide differentiated instruction. It shows how data from reading proficiency assessments can be used to adapt instructional focus and time and the degree of scaffolding provided at each tier level.

While you watch the multimedia overview write ideas you hear about the three topics on your sticky notes.

Review the transcript for this multimedia overview for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Multimedia Overview: Using Data to Differentiate Instruction (6:37)
Handout: None



Say: You are now going to have an opportunity to reflect on the multimedia overview. As you reflect, focus on the questions posted on the slide. When you hear the music find your "Frog and Toad Are Friends" partner then find another partner pair next to them to form a group of four. In your group of four, discuss your sticky note reflections, using the questions on the slide as a guide.

ACTIVITY:

1. Direct participants to gather together their three sticky notes.
2. Once they have found their partner, they should find another partner pair next to them to form a group of four.
3. In their group of four, they should discuss with their groups their sticky note reflections, using the questions on the slide as a guide.
4. Once most groups seem finished, direct participants back to their seats.
5. Call on participants to share out their group's ideas and reflections. Then, give participants a moment to write down two "take away" ideas that they would like to add to their Next Steps.

Media: None
Handout #2: Next Steps

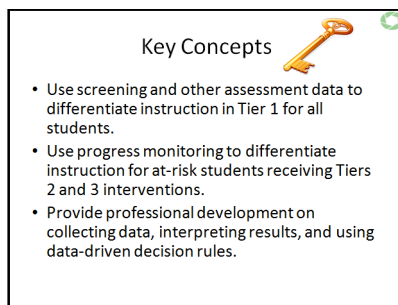
Differentiate instruction based on
assessed reading skills for all
students.

Learn What Works



This section offers a better understanding about the research base behind the practice. These slides are indicated with the green circle icon.

Media: None
Handout: None



Say: There are three key concepts for progress monitoring and differentiation. They include:

- 1. Use screening and other assessment data to differentiate instruction in Tier 1 for all students.*
- 2. Use progress monitoring to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.*
- 3. Provide professional development on collecting data, interpreting results, and using data-driven decision rules.*

Key Concepts

1. Use screening and other assessment data to differentiate instruction in Tier 1 for all students.

Tier 1 reading instruction is high-quality, evidence-based instruction provided to the whole class. Differentiated instruction at Tier 1 is vital, and teachers should use reading measures data to identify the skills students need to target for improvement. Differentiation can occur by varying the time, content, and degree of teacher support and scaffolding and may be carried out during independent work time or small group instruction.

2. Use progress monitoring to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.

RtI uses progress monitoring data to differentiate instruction for at-risk students. In Tier 2, progress monitoring should occur at least monthly to determine if students need additional instruction. Since students' skill levels change in varying degrees over time, schools should consider reevaluating student placement every six weeks and regrouping as necessary. If students are not making sufficient progress in Tier 2, the classroom teacher should involve the building-level RtI team in planning Tier 3 interventions. Ongoing analysis of progress monitoring data continues to be critical in Tier 3.

3. Provide professional development on collecting data, interpreting results, and using data-driven decision rules.

Schools need to establish decision rules to ensure that screening and progress monitoring data guide student placement. Teachers should use the data in planning differentiated instruction at all tiers. To help teachers who lack training in efficient, reliable methods of data collection and interpretation, schools should provide ongoing professional development on administering assessments, collecting data, interpreting the results, and using the information to differentiate instruction.

Media: None

Handouts: None

Activity:

Partner Discussion

- What elements are important to achieve high-quality, evidence-based Tier 1 instruction?
- What are the benefits of differentiating Tier 1 instruction?
- Discuss strategies you use for managing small groups.

Say: In the next video Dr. Carol McDonald Connor talks about differentiated instruction methods at Tier 1. She explains how teachers can group students according to learning needs during regular instruction and what school administrators can do to support teachers' use of differentiated instruction in the classroom setting. She also addresses the important issue of small group management.

Answers will vary, however ideas that were discussed in the video include:

What elements are important to achieve high-quality, evidence-based Tier 1 instruction?

- A combination of whole class and small groups based on need
- Is driven by data from valid and reliable reading assessment measures
- Should be differentiated

What are the benefits of differentiating Tier 1 instruction?

- Can reduce the need for Tier 2 interventions
- Delivered in K, 1st, 2nd, and 3rd grade is more effective than high-quality Tier 1 instruction that isn't differentiated
- Can occur by varying the time, content, and degree of teacher support
- Scaffolding may be carried out during independent work time or small group instruction.
- Evidence suggests that differentiating Tier 1 accumulates over time
- Systems that begin differentiated instruction in Tier 1 when children enter school in kindergarten and continue to do so into 1st, 2nd, and 3rd grade will be most effective.

Discuss strategies you use for managing small groups.

- Administrators can make more staff available to teachers.
 - stagger the literacy blocks for different grade levels
 - paraprofessionals, speech pathologists, reading specialists, and other available staff can converge on one grade level and make sure all the children get the teacher time they need
 - provide literacy coaches or specialists that can rotate among classrooms
- Allocate time at the beginning of the school year to teach centers behaviors
 - Model expectations for each center
 - How to transition from one center to the next or one activity to the next at each center
 - Turn taking expectations
 - Materials management at each center
 - Problem Solving Skills

Media: None


Handout: None

Recommended Practice:
Progress Monitoring and
Differentiating

Learn What Works:

•View Expert Interview:
Tier 1 Differentiation

•Carol McDonald Connor, Ph.D.
Florida State University and Florida Center for
Reading Research



Say: *Watch Dr. Carol McDonald Connor talk about differentiated instruction methods at Tier 1.*

She explains how teachers can group students according to learning needs during regular instruction and what school administrators can do to support teachers' use of differentiated instruction in the classroom setting.

Dr. McDonald also addresses the important issue of small group management.

Review the transcript for this expert interview for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Expert Interview: Tier 1 Differentiation (5:50)
Handout: None

Grouping Students Based on Learning Needs

- Teachers divide their classroom into small groups where children are grouped according to their learning needs
- Usually 3-6 groups per class
- Often called centers, stations, or workshops
- Students rotate and the teacher works with one group at a time

Review information from Dr. Carol McDonald Connor on differentiated instruction methods at Tier 1.

Say:

- Teachers divide their classroom into small groups where children are grouped according to their learning needs*
- Usually 3-6 groups per class*
- Often called centers, stations, or workshops*
- Students rotate and the teacher works with one group at a time*

Talk about a personal situation where you have used or seen small groups used effectively at tier 1.

Grouping Students Based on Learning

Needs: Example

Group 1, struggling with decoding

- Independent Center- they work on a phonics or phonological awareness activity that the teacher modeled the previous week with the other members of their group
- Teacher Center- teacher introduces a new phonics or phonological awareness activity and practices one that students are still unable to do independently

This slide provides examples of activities that might take place during literacy-based tier 1 center or workshop time for students who are struggling with decoding. There are examples for independent activities and teacher-centered instruction.

Say:

Group 1, struggling with decoding

Independent Center- they work on a phonics or phonological awareness activity that the teacher modeled the previous week with the other members of their group

Teacher Center- teacher introduces a new phonics or phonological awareness activity and practices one that students are still unable to do independently

Media: None

Handout: None

Grouping Students Based on Learning

Needs: Example

Group 2, needs reading fluency practice

- Independent Center- they reread the story in partners and do timed reading of nonfiction articles that relate to the theme (same article five days in a row) and graph their progress for teacher review later
- Teacher Center- teacher provides extra practice with the days phonics activity and has student chorally read the story together

This slide provides examples of activities that might take place during literacy-based tier 1 center or workshop time for students need additional reading fluency practice. There are examples for independent activities and teacher-centered instruction.

Say: *Group 2, needs reading fluency practice*

Independent Center- they reread the story in partners and do timed reading of nonfiction articles that relate to the theme (same article five days in a row) and graph their progress for teacher review later

Teacher Center- teacher provides extra practice with the days phonics activity and has student chorally read the story together

Media: None
Handout: None

Grouping Students Based on Learning

Needs: Example

Group 3, reads independently with good comprehension

- Independent Center- Writing their own stories and reviewing and editing each others stories. They read independently part of the time as well.
- Teacher Center- Teacher reviews their writing and provides feedback, teaches higher level vocabulary, and models higher level comprehension strategies.


This slide provides examples of activities that might take place during literacy-based tier 1 center or workshop time for students who are reading independently with good comprehension. There are examples for independent activities and teacher-centered instruction.

Say: *Group 3, reads independently with good comprehension*

Independent Center- Writing their own stories and reviewing and editing each others stories. They read independently part of the time as well.

Teacher Center- Teacher reviews their writing and provides feedback, teaches higher level vocabulary, and models higher level comprehension strategies.

Media: None
Handout: None



Activity: Reflecting on Your Practice

- Discuss your current Tier 1 reading instruction.
- Are you currently providing differentiated Tier 1 instruction?
 - If yes, share with your group some ideas that have worked successfully for you.
 - If no, what might you change about your current practice based on what you just heard?

Say: Discuss your current tier 1 instruction in groups of 3-5.

Are you currently providing differentiated Tier 1 instruction?

If yes, share with your group some ideas that have worked successfully for you.

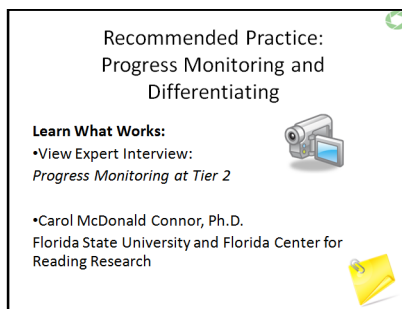
If no, what might you change about your current practice based on what you just heard?

Media: None
Handout: None

Topic 2: Tier 3

How are they different?

Media: None
Handout #3: Compare and Contrast Handout



Say: In this interview Dr. Connor discusses the importance of progress monitoring and data-driven decision making in tailoring Tier 2 instruction. She provides guidance on assessing foundational reading skills at each grade level, selecting progress monitoring measures, and developing data-driven decision-making rules. In addition, she explains how to increase the instructional intensity for students needing Tier 3 interventions.

Use progress monitoring data to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.

Progress monitoring should occur at least monthly to determine if students need additional instruction.

Since students' skill levels change in varying degrees over time, schools should consider reevaluating student placement every six weeks and regrouping as necessary.

When a child is doing very well they can be exited from Tier 2 interventions

If students are not making sufficient progress in Tier 2, the classroom teacher should involve the building-level Rtl team in planning Tier 3 interventions

Ongoing analysis of progress monitoring data continues to be critical in Tier 3

If students are not making sufficient progress in Tier 2, the classroom teacher should involve the building-level Rtl team in planning Tier 3 interventions

Tier 3 interventions become more individualized, targeted, and intensive

Can be intensified by increasing the time, decreasing the number of students in a group, and degree of teacher support

Student movement between the tiers should be flexible

Don't want to fall into the "tracking trap."

Expectations for all children should be high, regardless of where they're starting out

Expect that all students in Tier 2 will be on grade level by the end of the year

Calculate goals for students in Tier 3 to be on grade level by a specified timeline

Review the transcript for this expert interview for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Expert Interview: Progress Monitoring at Tier 2 (5:32)

Handout: None

Compare and Contrast Activity	
<p>Topic 1: Tier 2 Instruction</p> <p>How are they alike?</p> <ul style="list-style-type: none"> • All students progress is monitored regularly • PM data is used to differentiate instruction • Groups are flexible and should be evaluated at least every six weeks. 	<p>Topic 2: Tier 3 Instruction</p> <p>How are they different?</p> <ul style="list-style-type: none"> • Frequency of progress monitoring varies. • Tier 3 interventions become more individualized, targeted, and intensive • Tier 3 can be intensified by increasing the time, decreasing the number of students in a group, and degree of teacher support

Say: Discuss how tier 2 and tier 3 instruction are alike and different with a partner.

Answers will vary. Possible responses may be as follows.

How are they alike?

- Use progress monitoring data to differentiate instruction for at-risk students receiving Tiers 2 and 3 interventions.
- Progress monitoring should occur at least monthly to determine if students need additional instruction.
- Since students' skill levels change in varying degrees over time, schools should consider reevaluating student placement every six weeks and regrouping as necessary.
- Ongoing analysis of progress monitoring data continues to be critical in Tier 3
- Student movement between the tiers should be flexible
- Don't want to fall into the "tracking trap."
- Expectations for all children should be high, regardless of where they're starting out
- Calculate goals for students in Tier 3 to be on grade level by a specified timeline

How are they different?

- When a child is doing very well they can be exited from Tier 2 interventions
- If students are not making sufficient progress in Tier 2, the classroom teacher should involve the building-level RtI team in planning Tier 3
- If students are not making sufficient progress in Tier 2, the classroom teacher should involve the building-level RtI team in planning Tier 3 interventions
- Tier 3 interventions become more individualized, targeted, and intensive
- Can be intensified by increasing the time, decreasing the number of students in a group, and degree of teacher support
- Expect that all students in Tier 2 will be on grade level by the end of the year

Media: None

Handout #3: Compare and Contrast Handout

Differentiate instruction based on
assessed reading skills for all
students.

[See How It Works](#)



This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Media: None
Handouts: None

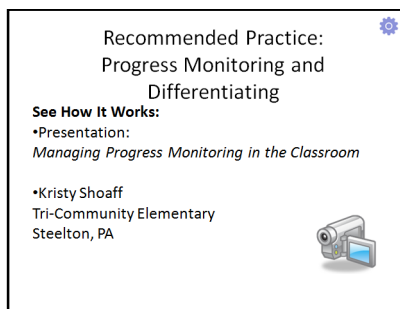
Tri-Community Elementary Steelton, PA	
Where: Steelton, Pennsylvania	Demographics:
	38% Black
	37% White
Type: Suburban	19% Hispanic
	5% Asian
	1% Other
District: Central Dauphin Grade	53% Free or Reduced- Price Lunch
Level: K-6 Grade	

Say: *The next couple of videos include interviews with staff from Tri-Community Elementary in Steelton, PA. Here is some information including demographics about this school.*

Walk through the information on the slide.

Note: Demographics Based on 2008-09 School Accountability Report Card

Media: None
Handout: None



Say: In this presentation Kristy Shoaff, a first-grade teacher, demonstrates how to conduct progress monitoring and managing this process in the classroom. She describes reading measures, classroom management strategies, and gives an example of using data to differentiate instruction. Progress monitoring graphs are used to communicate with students and parents.

Highlights

- How progress monitoring is managed in a first-grade classroom
- Tri-Community Elementary School teacher Kristy Shoaff discussing the school's benchmark, strategic, and intensive skills groups and progress monitoring frequency for each group
- Three progress monitoring tests used at the school: phonemic segmentation, nonsense words, and oral fluency
- Strategies for classroom management while conducting progress monitoring, for example, assigning independent reading to develop fluency skills
- Example of using progress monitoring data to differentiate instruction
- Importance of ongoing monitoring to assess skill development
- Student engagement in progress monitoring and the use of graphing and aimlines
- How to use a graph to communicate with parents
- The impact of data-driven instruction

Review the transcript for this presentation for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Presentation: Managing Progress Monitoring in the Classroom (5:07)
Handout: None

Review Iowa Example

- Review the *Data Driven Instructional Plan* handout with your partner
- Discuss how these processes align with what is occurring in your school.
- Are there any parts of Iowa's processes that would help make your processes more comprehensive?



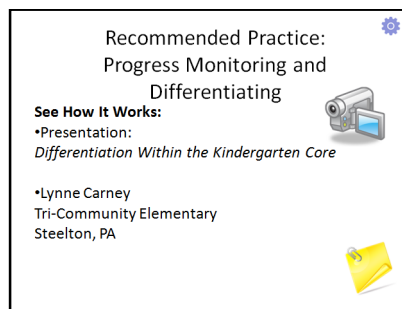
Say: Kristy Shoaff, a first-grade teacher, explained how progress monitoring was managed in her classroom. The Data Driven Instructional Plan handout outlines the process Iowa schools follow to plan data-based instruction. Review this handout with your partner and talk about how these processes align with what is occurring in your school. Are there any parts of Iowa's processes that would help make your processes more comprehensive?

A graphic outlines four sequenced steps: screening, additional diagnostic assessment, instruction, and results monitoring.

Forms used to record student performance, plan instructional changes, and troubleshoot student progress and adapt instruction are included.

Media: None

Handout #4: Data Driven Instructional Plan



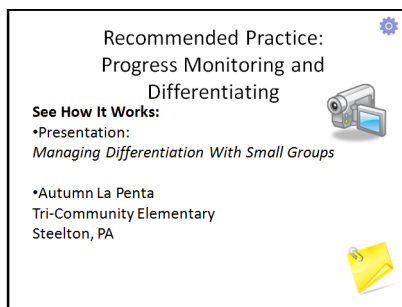
Say: Now let's actively listen as kindergarten teacher, Lynne Carney, discusses differentiation within core instruction, including strategies for teaching English language learners. She uses explicit strategies such as modeling and think-alouds, checks for understanding throughout lessons, and re-teach strategies through individual instruction and an extended day program.

Ms. Carney discussed strategies for differentiation within the core at the Kindergarten level. It is essential that schools have an evidence-based core program in place that addresses the essential skills for every grade level. If a school does not have a core program in place or is unsure if their program is evidence-based direct them to the Core Program Review Tool handout to guide their discussions about core programs.

Say: Take out the Core Program Review Tool , take a few minutes to review this tool and when I signal I would like you to get into your small groups to discuss this tool as well as reflect upon current overall rating for your school.

Review the transcript for this presentation for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Presentation: Differentiation Within the Kindergarten Core (4:28)
Handout #5: Core Program Review Tool



Say: In this presentation second-grade teacher, Autumn La Penta, explains how she differentiates instruction daily for four learning skills groups and monitors student progress through frequent informal and formal assessments. She demonstrates small group reading lessons focused on phonics, vocabulary, and comprehension skills, and discusses scaffolding and corrective feedback.

Ms. La Penta mentions that students are “ability grouped”. Ability groups are often referred to as skill groups as students are grouped according to skills they are currently working on.

Review the transcript for this presentation for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Ms. La Penta talks about how she differentiates instruction daily for four learning skills groups and monitors student progress through frequent informal and formal assessments. In order to place students into groups schools often conduct data meetings. The Data Analysis Worksheet with Team Protocol handout is an example of what is used at John Wash Elementary School for conducting data team meetings.

In the first step, teachers and teams complete the first two data analysis worksheets. Teachers use the first worksheet to record class assessment data related to a specific goal, target students for intervention based on performance, and plan intervention strategies.

Data teams use the second worksheet to set a common goal and instructional focus for students and identify academic vocabulary for English learners. During the second step, data teams analyze the group data to identify strengths and barriers, identify strategies for classroom intervention, and assess the intervention.

The Data Analysis Protocol provides a script for conducting a data team meeting following this model.

The protocol offers a script for conducting the meeting, and the worksheets help with goal-setting, data collection and analysis, and identifying students for interventions. Teams analyze strengths and barriers, brainstorm strategies, and identify results indicators.

Media: Presentation: *Managing Differentiation With Small Groups* (6:32)
Handout #6: Data Analysis Worksheet with Team Protocol

John Wash Elementary Fresno, CA	
Where: Fresno, California	Demographics:
Type: Rural	41% Hispanic
District: Sanger Unified School District Grade	37% Asian
Level: K-6 Grade	18% White
	2% Black
	1% Other
	53% Free or Reduced- Price Lunch
	22% ELL
	4% Special Education


Say: *The next video interview is with Katie Banks, a first-grade teacher from John Washington Elementary in Fresno, CA. Here is some information including demographics about this school.*

Walk through the information on the slide.

Note: Demographics Based on 2008-09 School Accountability Report Card

Media: None
Handout: None

Cause and Effect Activity

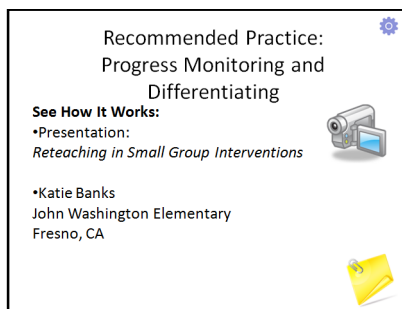
- Find the Cause and Effect Handout
 - Write "Reteaching and Small Group Intervention" in the cause bubble
 - As you listen to the video write down the effects that take place for students because of these teaching strategies.
- 

Say: Find the Cause and Effects handout. Write "Reteaching and Small Group Intervention" in the cause bubble of the handout. As you listen to Katie Banks, a first-grade teacher from John Washington Elementary, discuss the benefits of reteaching, small group interventions, and frequent checking for skill mastery write down the effects that take place for students because of these teaching strategies.

Watch the video Reteaching in Small Group Interventions and then allow partners to discuss what effects they know occur for students when this strategies is used.

Media: None

Handout #7: Cause and Effect Handout

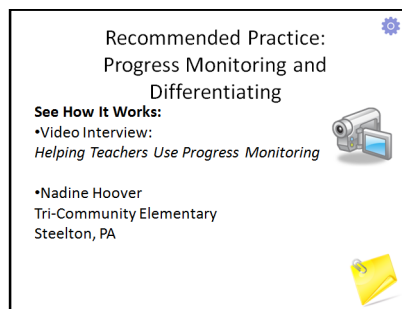


Say: *In our next video Katie Banks, a first-grade teacher from John Washington Elementary, demonstrates a small group phonics lesson and discusses reteaching and frequent checking for skill mastery. She explains the 80% / 20% decision rule for regrouping, describes ways to support English language learners, and reviews reteaching strategies.*

Watch the video Reteaching in Small Group Interventions and then allow partners to discuss what effects they know occur for students when this strategies is used.

Review the transcript for this presentation for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Presentation: Reteaching in Small Group Interventions (3:29)
Handout #7: Cause and Effect Handout



Say: In this interview Nadine Hoover, a literacy coach, discusses progress monitoring and ways to support teachers in using assessment data to plan instruction. She explains the role of the reading team and describes how students are engaged in this process.

After showing the video:

Find the Steps for Monitoring and Graphing Progress handout. Review this handout in groups of 3-5 and discuss how the steps for monitoring and graphing progress at Tri-Community compare to the processes at your school. Are there any steps that they have in place that could be refined at your school to make this process more comprehensive?

Review the transcript for this interview for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Media: Video Interview: Helping Teachers Use Progress Monitoring (3:46)
Handout #8: Steps for Monitoring and Graphing Progress Monitoring

Note Taking Activity



- Use the Note Taking Handout to organize your thoughts as you watch the following video.
- As you watch this video.
 - Record notes that are important to your thoughts on this subject
 - Draw pictures that help you connect to this subject
- After the video is over you will have about 2 minutes to summarize your thoughts.




Say: Find the Note Taking Handout. Use this handout as you watch this next classroom video demonstration of informal phonological and phonemic awareness assessments. As you watch the video record notes that are important to your thoughts on this subject. There is also a space for you to draw pictures that might help you connect to this subject. After the video you will have two minutes to summarize your thoughts.

Media: None



Handout #9: Note Taking Handout

Recommended Practice:
Progress Monitoring and
Differentiating



See How It Works:

- Classroom Video:
Early Elementary Assessment: Phonemic Awareness
- Reading Rockets



Say: In this classroom video we will see a demonstration of informal phonological and phonemic awareness assessments conducted with an elementary school student. We will also hear about how assessments are used to identify struggling students and tips on administering assessments. We will see a variety of assessment measures modeled with one student.

Review the transcript for this presentation for detailed information. You may want to include information from the handouts on additional slides depending on your audience.

Provide 2 minutes for participants to summarize their thoughts on this subject on their Note Taking Handout.

Media: Classroom Video: Early Elementary Assessment: Phonemic Awareness (8:45)
Handout: Note Taking Handout

60, 30, 15 Partner Activity

Share your summary with your partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Say: *Share your summary with your partner.*


Partner 1 Speaks for 60 seconds

Partner 2 speaks for 30 seconds

Partner 1 sums it up in 15

At the end of the partner time check in with individuals and write their thoughts under the corresponding ideas on the chart paper.

Media: None
Handout: None

Cornell Elementary School		
Des Moines, IA		
Where: Des Moines, Iowa	Demographics:	
	43% Free or Reduced- Price Lunch	
Size: 400 students	32% Special Education	
	5% ELL	
District: Heartland Area Education Agency		
Level: Pre-K-3 Grade		

Say: *The next example comes from Cornell Elementary in Des Moines, Iowa. Here are the demographics for Cornell.*

Walk through the information on the slide.

Note: Demographics Based on 2006 School Accountability Report Card

Media: None
Handout: None

Progress Monitoring School Example

- Review the Progress Monitoring School Example
- What do you like about this example?
- Is there anything that you would change or add to it?



The National Research Center on Learning Disabilities (NRCLD) developed *Responsiveness to Intervention (RtI): How to Do It as a manual to help schools and districts understand, design, and evaluate RtI components*.

It is divided into five sections: school-wide screening, progress monitoring, tiered service delivery, fidelity of implementation, and school, student case study, and research examples.


This example includes a brief description of progress monitoring implementation at Cornell Elementary School, a member school receiving services from Iowa's Heartland Area Education Agency (AEA) 11. Also included is a PowerPoint presentation by the school's principal providing additional information about the school's monitoring process.

Media: None

Handout #10: Progress Monitoring School Example

Data-Informed Decision-Making: A School Level Blueprint

- A data-driven decision-making system allows easy access to relevant information, as well as opportunities for staff collaboration.
- Review this blue-print with your group.
- Are there parts of this blue-print that your school would benefit from adopting?



- A data-driven decision-making system allows easy access to relevant information, as well as opportunities for staff collaboration.
- Review this blue-print with your group.
- Are there parts of this blue-print that your school would benefit from adopting?



Tri-Community Elementary School leadership uses this Pennsylvania Department of Education-developed document to identify critical skills to develop as they encourage staff use of data to inform instruction.

A data-driven decision-making system allows easy access to relevant information, as well as opportunities for staff collaboration. School leadership needs to facilitate focused, purposeful staff discussions that lead to action plans that are linked to evidence of students' needs. Action plans should provide clear, measurable goals and allow for adjustments in practices as needed.

The blueprint addresses three key planning processes: annual planning, grade-level planning, and student-level planning. While this document identifies examples of data to use during these planning processes, it is important to recognize the need for a standard Data – Analysis/Discover – Solutions protocol in each process.

Media: None

Handout #11: Data-Informed Decision-Making: A School Level Blueprint

Differentiate instruction based on
assessed reading skills for all
students.

Do What Works



Do What Works

This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it. You will find that it is intended for specific audiences to be able to work through at their individual pace and therefore looks different than the previous Practice Summary, Learn What Works, and See How It Works sections found in this module.

Say: The Progress Monitoring and Differentiation Do What Works section provides action ideas for and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

The Progress Monitoring and Differentiation Do What Works section includes:


- 1. Actions for Reading Specialist or Literacy Coach*
- 2. Actions for Grade Level Teams*

Encourage school personnel to utilize the components of the Do What Works section that are needed to take their staff to the next level. Note that resources and materials from the Practice Summary, Learn What Works, and See How It Works sections are referred to throughout the Do What Works section. Also note that resources from websites are sighted and district leadership is encouraged to utilize these resources for additional information and clarification as needed.

Media: None

Handout: None

Action for
Reading Specialist or Literacy Coach



1. Plan a staff development session to discuss progress monitoring measures, data collection, and interpretation of results.
2. Lead grade-level data team meetings to review assessment results and set grade-level and individual goals for struggling students.
3. Schedule individual conferences to assist staff with lesson planning based on assessment data.

Differentiate instruction based on assessed reading skills for all students.

Reading Specialist or Literacy Coach



Say “How can I provide training and support to improve teachers' use of progress monitoring data for differentiation?”

This idea for action includes:

1. Plan a staff development session to discuss progress monitoring measures, data collection, and interpretation of results.
2. Lead a grade-level data team meeting to review assessment results and set grade-level and individual goals for struggling students.
3. Schedule individual conferences to assist staff with lesson planning based on assessment data.”

Media: None
Handout: None

1. Establish a Building-level Team

- Prepare a K-2 staff session to learn about differentiated instruction at all three tiers.
- Prior to the meeting, provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. 
- Watch the expert interview with Dr. Carol McDonald Connor on Tier 1 differentiation and 
- Discuss why it's important to provide differentiated instruction based on skills assessment during core instruction.




Say “Prepare a K-2 staff session to learn about differentiated instruction at all three tiers. Prior to the meeting, provide copies of the Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*, and ask staff to review Recommendations 2 and 4 that address differentiation and progress monitoring.

Ask them to pay special attention to how instruction can be differentiated by varying lesson time, content, and degree of teacher support and scaffolding.

Watch the [expert interview with Dr. Carol McDonald Connor](#) on Tier 1 differentiation and discuss why it's important to provide differentiated instruction based on skills assessment during core instruction.”

Media: Expert Interview: *Tier 1 Differentiation*, Dr. Carol Mc Donald Connor (5:50 min)
Handout: Practice Guide, *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades* –large document-downloadable on the IIU website
http://opi.mt.gov/Streamer/Instructional_Innovations/index.php#gpm1_6

1. Establish a Building-level Team

- Show an interview with Dr. Carol McDonald Connor on progress monitoring at Tier 2. 
 - highlight the use of frequent progress monitoring to regroup students for interventions based on their changing skill levels.
- Break into grade-level groups and use the tool to examine current classroom practice. 
 - suggest ways to improve the use of progress monitoring data.
- Provide copies of the *Progress Monitoring GOM Tools Chart*. 

Say “Show an [interview with Dr. Carol McDonald Connor](#) on progress monitoring at Tier 2 and highlight the use of frequent progress monitoring to regroup students for interventions based on their changing skill levels.

Break into grade-level groups and use the *Data Team Protocol for Differentiating Instruction* handout [to examine current classroom practice](#) and suggest ways to improve the use of progress monitoring data. Provide copies of the *Progress Monitoring GOM Tools Chart* from the National Center on Response to Intervention's website listed in the "Related Links" section of this topic for staff to use as a resource.”

Media: Expert Interview: *Progress Monitoring at Tier 2*, Dr. Carol Mc Donald Connor (5:32 min)

Handouts: #12 Data Team Protocol for Differentiating Instruction Handout and #13 Progress Monitoring General Outcome Measures Tool Chart

2. Lead Grade-Level Team Data Meetings

- Meet with grade-level staff to learn about conducting data team meetings.
- Review the guidelines, *The Data Team Protocol for Differentiating Instruction* handout.
- Examine the *Data Analysis for Instructional Decision Making: Team Process* script and discuss steps for
 - goal setting and instructional planning,
 - quarterly benchmark meetings, and
 - interim steps.
- Discuss how this process can be adapted and bring recommendations to the Rtl team to shape a framework for implementing appropriate procedures for grade-level teams at the school.

Say “*Meet with grade-level staff to learn about conducting data team meetings to review data and adapt instruction across each grade and for individual students.*”

Review the guidelines outlined in , *The Data Team Protocol for Differentiating Instruction* handout. Examine the *Data Analysis for Instructional Decision Making: Team Process* script, and discuss steps for goal setting and instructional planning, quarterly benchmark meetings, and interim steps. Analysis procedures are provided for each tier, and methods for analyzing data, planning interventions, and keeping records at each step are outlined.

Discuss how this process can be adapted and bring recommendations to the Rtl team to shape a framework for implementing appropriate procedures for grade-level teams at the school.”

Media: None

Handouts: #12 Data Team Protocol for Differentiating Instruction Handout and #14 Data Analysis for Instructional Decision Making: Team Process Script

3. Schedule Individual Conferences to Assist Staff



- Schedule staff conferences to review progress monitoring data and plan interventions.
- Request that staff view the multimedia overview about differentiating reading instruction and note questions about particularly difficult aspects of this practice.
- Teachers should bring progress monitoring results for individual students in small group instruction.



Say “Schedule staff conferences to review progress monitoring data and plan interventions. Staff should view the [multimedia overview](#) about differentiating reading instruction and note questions about particularly difficult aspects of this practice. Teachers should bring progress monitoring results for individual students in small group instruction.”

Media: Multimedia Overview: Using Data To Differentiate Instruction (6:37 min)
Handout: None

3. Schedule Individual Conferences to Assist Staff



- Suggest ways to vary content/supports during independent work or small group instruction.
- Address teachers' concerns about classroom management and include peer sharing about strategies.
- Ask teachers to summarize their data findings, discuss students' skill needs, and determine whether changing groups or more intense instruction is necessary.

Say *“Suggest ways to vary content/supports during independent work or small group instruction. Address teachers' concerns about classroom management and include peer sharing about strategies.”*

Ask teachers to summarize their data findings, discuss students' skill needs, and determine whether changing groups or more intense instruction is necessary.

Guide lesson planning, beginning with goal setting and embedding formative assessments. Provide copies of the Center on Instruction's guide, *Using Student Center Activities to Differentiate Reading Instruction*, and the RTI Action Network's article, *Linking Progress Monitoring Results to Interventions*, listed in the "Related Links" section of this topic for staff to use as resources for planning differentiated instruction.”

Media: None
Handout: None

3. Schedule Individual Conferences to Assist Staff

- Guide lesson planning, beginning with goal setting and embedding formative assessments.
- Provide copies of the *Using Student Center Activities to Differentiate Reading Instruction* handout.
- Provide copies of the *Linking Progress Monitoring Results to Interventions* handout.



Say *“Guide lesson planning, beginning with goal setting and embedding formative assessments. Provide copies of the Center on Instruction’s guide, and Using Student Center Activities to Differentiate Reading Instruction handout for staff to use as resources for planning differentiated instruction.”*

Media: None

Handouts: Using Student Center Activities to Differentiate Reading Instruction and Linking Progress Monitoring Results to Interventions Article

Action for Grade-Level Teams

1. Organize a grade-level study group to explore different ways to vary instruction for individual students and small groups.
2. Form peer partnerships for lesson planning and classroom observations.
3. Identify grade-level professional development and coaching needs.

Differentiate instruction based on assessed reading skills for all students.

Grade-Level Teams

Say *“What can we do to improve how we differentiate instruction in our classrooms?”*

This idea for action includes:

1. Organize a grade-level study group to explore different ways to vary instruction for individual students and small groups.
2. Form peer partnerships for lesson planning and classroom observations.
3. Identify grade-level professional development and coaching needs.”

1. Organize Grade-Level Study Groups

- Plan two study group meetings to explore and learn more about ways to differentiate classroom instruction.
- At the first meeting, watch the expert interview with Dr. Carol McDonald O'Connor on differentiation at Tier 1.
- During the second meeting, watch the slideshow showing how a kindergarten teacher uses independent work time to provide differentiated instruction in small groups, and the slideshow on managing small-group differentiation in grade 2.



Say “*Plan two study group meetings to explore and learn more about ways to differentiate classroom instruction. At the first meeting, watch the [expert interview with Dr. Carol McDonald O'Connor](#) on differentiation at Tier 1. Discuss the points she makes about differentiated instruction based on skills assessment during core instruction.*”

During the second meeting, watch the [slideshow showing how a kindergarten teacher uses independent work time to provide differentiated instruction](#) in small groups, and the [slideshow on managing small-group differentiation in grade 2](#). Note how these teachers vary content/supports during independent work or small group instruction and compare this to current grade-level practices. Discuss classroom management strategies that can help facilitate differentiation.”

Media: Expert Interview: *Tier 1 Differentiation*, Dr. Carol Mc Donald Connor (5:50 min) ,

Media: Differentiation within the Kindergarten Core (4:28 min) , and

Media: Managing Differentiation within Small Groups (6:32 min)

Handouts: None

2. Form Peer Partnerships

- Peer partnerships are an effective way for teachers to plan lessons together, share instructional strategies, and provide peer support.
- Partners examine instructional guide.
 - review the example of a three-column method for troubleshooting student progress to help differentiate instruction for students needing additional instruction.
- Provide handout *Using Student Center Activities to Differentiate Reading Instruction* for ideas about planning lessons that engage students in differentiated reading activities during small group work.
- Provide *Differentiation for Reading* brief, which includes ideas for implementing differentiated reading instruction and examples of strategies.

Say “*Peer partnerships are an effective way for teachers to plan lessons together, share instructional strategies, and provide peer support. As partners, download the [instructional guide](#) and review the example of a three-column method for troubleshooting student progress to help differentiate instruction for students needing additional instruction.*”

The Center on Instruction's guide in the "Related Links" section, *Using Student Center Activities to Differentiate Reading Instruction*, is a good source for ideas about planning lessons that engage students in differentiated reading activities during small group work. Another useful resource is the Access Center's *Differentiation for Reading* brief, also in the "Related Links" section, that includes ideas for implementing differentiated reading instruction and examples of strategies.”

Media: None

Handout #4: Data Driven Instructional Plan and Using Student Center Activities to Differentiate Reading Instruction

Denise Juneau, Superintendent • Montana Office of Public Instruction • www.opi.mt.gov

Using Student Center Activities to Differentiate Reading Instruction: (42 pages)

<http://www.centeroninstruction.org/files/Using%20Student%20Center.pdf>

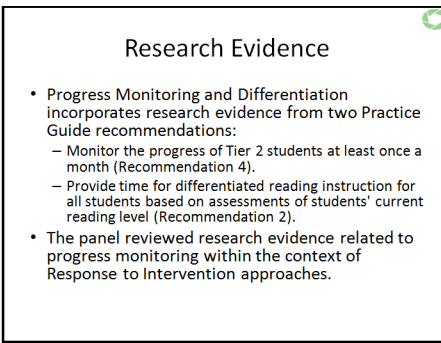
3. Identify Grade-Level Professional Development and Coaching Needs

- Grade-level teams should identify the content and type of professional development and coaching support that they need to improve teachers' abilities to differentiate instruction based on data.
- Develop processes for teams to submit their request to the school's leadership team.
- Utilize the professional development planning tool that includes a self-reflection activity and professional development planning worksheet to help teams with this task.

Say: *"Ongoing training and site-based support are essential for sustaining Rtl practices. Grade-level teams should identify the content and type of professional development and coaching support that they need to improve teachers' abilities to differentiate instruction based on data."*

Develop processes for teams to submit their request to the school's leadership team.

Utilize the professional development planning tool, Planning Professional Development: Using Data, that includes a self-reflection activity and professional development planning worksheet to help teams with this task."



Research Evidence

Level of Evidence: [Low](#)

Progress Monitoring and Differentiation incorporates research evidence from two Practice Guide recommendations:

- Monitor the progress of Tier 2 students at least once a month (Recommendation 4).
- Provide time for differentiated reading instruction for all students based on assessments of students' current reading level (Recommendation 2).

The panel reviewed research evidence related to progress monitoring within the context of Response to Intervention approaches.

Progress Monitoring: Of the 11 randomized controlled trials and quasi-experimental design studies evaluating effects of Tier 2 interventions, three reported using mastery checks or progress monitoring in instructional decision making. However, no inferences could be drawn about its effectiveness based on this research. While no studies demonstrated that progress monitoring is essential to Tier 2 instruction, the panel identified two studies yielding evidence that monitoring oral reading or word identification fluency in grades 1 and 2 increased teachers' awareness of students' reading proficiency and had a positive effect on instructional decisions (Fuchs, Deno, and Mirkin, 1984; Fuchs, Fuchs, and Hamlett, 1989). In the opinion of the panel, awareness of student progress is essential for understanding whether Tier 2 is helping students and whether modifications are needed.

Differentiation: Although the use of assessment data to differentiate instruction for all students has little supporting research evidence, the panel makes its recommendation based on its expert opinion. The panel found one descriptive-correlational study that examined how first- and second-grade students' reading growth varied based on teachers' use of a specific and assessment-guided differentiation program (Connor et al., 2009). Students whose teachers implemented the program with greater fidelity showed greater reading growth.

Media: None

Handout: None

Key Research

- Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). *Child Development*, 80(1), 77-100.
- Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450.
- Fuchs, L.S., Fuchs, D., & Hamlett, C. L. (1989). The effects of alternative goal structures within curriculum-based assessment. *Exceptional Children*, 55(5), 429-438.

Key Research

Connor, C. M., Piasta, S. B., Fishman, B., Glasney, S., Schatschneider, C., Crowe, E., Underwood, P., & Morrison, F. J. (2009). Individualizing student instruction precisely: Effects of child by instruction interactions on first graders' literacy development. *Child Development*, 80(1), 77-100. This field trial examined the effects of individualized literacy instruction on 461 first-grade students in 10 moderate- to high-poverty schools. Results revealed that intervention teachers individualized instruction more precisely than did comparison teachers, and children who received more precisely individualized instruction showed greater growth in literacy skills. [Link to citation](#)

Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. *American Educational Research Journal*, 21(2), 449-450. To examine the effects of repeated curriculum-based measurement and evaluation, this study assigned 39 special education teachers to either a repeated curriculum-based measurement/evaluation (experimental) treatment or a conventional special education evaluation (contrast) treatment. Over 18 weeks, researchers tracked instructional decisions and structure. At the end of the treatment, student achievement scores were compared to pre-intervention scores, and researchers interviewed students regarding their knowledge about their learning. Analysis showed that teachers implementing the experimental treatment had greater effect on student achievement, made decisions reflecting a greater awareness of student progress, and showed greater increases in instructional structure. Additionally, their students were more aware of goals and progress. [Link to citation](#)

Fuchs, L.S., Fuchs, D., & Hamlett, C. L. (1989). The effects of alternative goal structures within curriculum-based assessment. *Exceptional Children*, 55(5), 429-438. The study assessed the effects of alternative goal structures within curriculum-based assessment (CBA) in the area of math. Subjects were 30 elementary-level special education teachers, assigned randomly to a dynamic goal CBA, static goal CBA, or control group for 15 weeks. Two pupils in each class were identified to evaluate the effects of the instructional intervention. In the dynamic goal condition, teachers employed CBA, and 1) modified instructional programs when student progress fell below expectations and 2) increased goals when student progress exceeded expectations. In the static goal condition, teachers employed CBA and modified programs when progress was below expectations, but did not systematically increase goals in response to progress that exceeded anticipated improvement rates. Multivariate analyses of variance conducted on fidelity of treatment measures indicated that dynamic goal teachers increased goals more frequently and, by the study's completion, employed more ambitious goals. Multivariate analyses of covariance indicated that students in the dynamic goal group had better content mastery than control students, whereas students in the static goal group did not. Content coverage for the three groups was comparable. Implications for instructional goal-setting practice are discussed. [Link to citation](#)